Latter-Day Saint Charities, Mothers Legacy Project, Planetary Association for Clean Energy, Sovereign Military Order of the Temple of Jerusalem – OSMTH, non-governmental organizations in special consultative status and Lucis Trust Association and Soka Gakkai International, non-governmental organizations on the roster

The Secretary-General has received the following written statement which is circulated in accordance with Economic and Social Council resolution 1996/31.

[11 February 2016]

Promotion and protection of all human rights, civil, political, economic, social and cultural rights, including the right to development

Human Rights Education in the context of the 2030 Agenda: A new opportunity

This statement, jointly submitted by 33 organizations and Universities, reflects discussions facilitated by the NGO Working Group on Human Rights Education and Learning of the Conference of NGOs in Consultative Relationship with the UN (CoNGO).

The adoption a few months ago of the Sustainable Development Goals[1] (SDGs) by the General Assembly and of the Education 2030, Framework for action[2] by UNESCO opens up new opportunities for the implementation of Human Rights Education at all levels. We find it significant that Human Rights Education is part of this common Agenda and brought to the highest level of policy making. We want to reaffirm that Human Rights Education is important for the full and equal enjoyment of all human rights. It also plays a key role in building inclusive societies and a sustainable future.

Goal 4 of the SDGs, dedicated to Education, calls on States to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Its target 7 is particularly relevant to Human Rights Education as it states: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Likewise, the Incheon Declaration par.9 stresses the importance of Human Rights Education and Training in order to achieve the post-2015 sustainable development agenda, notably through the implementation of the dedicated UNESCO Programmes "Education for Sustainable development" (ESD)[3] and "Global Citizenship Education" (GCED)[4].

Human Rights Education is important for all human rights, including the right to development. We insist on the need to incorporate Human Rights Education in all sustainable development goals and not only in goal 4.7

I. The challenge of implementation

The right to an education that promotes human rights, fundamental freedoms and respect for the content of specific treaties can be found in numerous international instruments and the concept and importance of Human Rights Education are now firmly established. We want to reaffirm that Human Rights Education is a human right in itself. The web resource entitled "The right to human rights education" [5] launched by OHCHR in September 2014 represents a useful tool in this regard.

The United Nations Declaration on Human Rights Education and Training[6] adopted in December 2011 and the World Programme for Human Rights Education adopted in 2004 and its accompanying Plans of Action are guiding documents that set out standards for Human Rights Education to encompass principles of peace, nondiscrimination, equality, justice and respect for human dignity.

Review and monitoring at the national level will in many cases be the most important way to ensure that a State is meeting its obligations. We welcome the last report of the Office of the High Commissioner for Human Rights on the evaluation of the implementation of the second Phase of the World Programme for Human Rights Education[7] and its

[1] Doc. A/RES/70/1
[2] Doc. ED-2015/Education 2030/1
[3] http://www.desd.org/
[4] http://en.unesco.org/gced
[5] http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx
[6] A/RES/66/137
[7] Doc. A/HRC/30/24

positive impact on national initiatives. We encourage States that have not yet done so to implement action plans and to send their national reports to the OHCHR since only 30 states submitted their reports last year.

We would also stress the relevance of a specific UNESCO mechanism that monitors implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms. States are encouraged to submit to the UNESCO Recommendation by providing quality reports and consider international cooperation a responsibility in developing international education.

Concerning the United Nations Declaration on Human Rights Education and Training, and with appreciation for the States Platform for Human Rights Education and Training[8], our NGO Working Group would welcome a follow-up resolution at the 33rd session of the Human Rights Council in order to give human rights education the place it should have in the work of the Council.

In the context of the 2030 Agenda, heads of State and governments are committed to engage in systematic follow-up and review of the implementation of this Agenda. With that in mind, there is a need for increased monitoring of legislation, policies and practices, also through the Treaty Bodies, the UPR and the work of Special Procedures mandate holders. A review of Human Rights Education should be included in all these reports.

Efficient monitoring would be better achieved by using quantitative and qualitative indicators. In this respect we would like to recall the resource launched in September 2015 by HRE2020[9], a global Coalition for Human Rights Education, which suggests a framework of indicators or measurements to examine the presence and quality of Human Rights Education policies and practices.

II The role of civil society

The process of arriving at the post-2015 development agenda was Member State led with broad participation from civil society stakeholders. Participation was also a key word in the Education 2030 Framework for Action which refers to an inclusive process. Civil society is mentioned as one of the groups who adopted the document. Civil society plays an important role in the implementation of the right to education, especially the right to peace and the integration of ESD and GCED.

The Plans of Action for the different Phases of the World Programme recognize and encourage civil society, including international, regional, national and local non-governmental organizations, to collaborate closely with UN and non - UN institutions and other civil society actors, in order to maximize resources, avoid duplication and ensure coherence for the implementation of the Plan of Action.

Finally, the UN Declaration on HRET in its Article 8 al.2 states that the conception, implementation and evaluation of and follow-up to such strategies, action plans, policies and programmes should involve all relevant stakeholders, including the private sector, civil society and national human rights institutions, by promoting, where appropriate, multi-stakeholder initiatives.

Indeed, NGOs, in close collaboration with other actors, can support governments in the elaboration, implementation and monitoring of the national strategy. Our NGO Working Group remains committed to working in this direction and also to facilitate information sharing at all levels by identifying, collecting and disseminating information on good practices.

The UNESCO Chair of University of Bergamo, the UNESCO Chair of University of La Rioja, the Collège Universitaire Henry Dunant, HREA and HRE 2020, NGOs without consultative status, also share the views expressed in this statement.

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[8] Platform comprising 8 States : Costa Rica, Italy, Morocco, the Philippines, Senegal, Slovenia, Switzerland and Thailand
[9] http://www.hre2020.org/